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ABSTRACT

This guide provides the necessary information and instructions for preparing applications and supplementary information forms for acquiring library resources in support of curriculum development. It is designed for use by educational agencies which are completing the IV B Application Form or the Annual Supplement III. The guide contains materials on the planning and selection of school library resources, eligible and ineligible expenditures, the state allocation formula and agencies receiving allocations, where to apply for funds, and project monitoring and evaluation procedures. This planning manual also includes information on participation of non-public school agencies in receiving funding support, and provides fiscal guidelines and filing requirements for all agencies to consider prior to completing the IV B application for the fiscal year 1981-1982. (MER)

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PLANNING GUIDE
ESEA IV

PART B

INSTRUCTIONAL MATERIALS
SCHOOL LIBRARY RESOURCES PROGRAM

1981-82

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of School Libraries
Albany, New York 12234

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DATES

The following dates will apply for Fiscal Year 1981-82:

Application Deadline	
December 31, 1981	Applications must be received by the Bureau of School Libraries.
Encumbrances	
June 30, 1982	All purchase orders issued
Budget Amendments	
May 31, 1982	Receipt of budget amendments (FA-10-A)
Expenditures	
June 30, 1983	Final Report of Project Expenditures (FA-10-F-IV B)

PROGRAM OVERVIEW

Part B of Title IV of the Elementary and Secondary Education Act, Instructional Materials and School Library Resources Program, assists local educational agencies to acquire school library resources, books, educational materials and instructional equipment for the use of children and teachers in public and nonpublic elementary and secondary schools.

This Planning Guide provides the necessary information and instructions for participation in Part B of ESEA Title IV. The IV B Application Form or the Annual Supplement III cannot be completed correctly without reference to the Planning Guide. Local educational agencies which submitted a one-year plan in 1979-80 will complete the Application Form. Those which submitted a three-year plan will complete the Annual Supplement III. Instructions for completing the application are not repeated on the form. Failure to refer especially to the section, "Instructions for Completing The ESEA IV B Application or Annual Supplement III," may delay the release of funds to the district.

A Handbook for Systematic Evaluation in ESEA IV B (1980) and Fiscal Guidelines for Federally Aided Programs (1981), published by the New York State Education Department, are helpful supplements to this Planning Guide.

School personnel are encouraged to contact the Bureau of School Libraries, Room 676, New York State Education Department, Albany, New York 12234, telephone 518-474-2468 on all aspects of IV B. Staff members listed below are available to help you.

Robert Barron	William Hayes
Theresa Case	Ann Lownes
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For fiscal aspects:

Ruth Strait
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99 Washington Avenue
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Planning

The diversity of educational needs to which IV B funds may be applied requires a coordinated, comprehensive planning effort at the local level. Each IV B sub-project description must clearly show the relationship of the school library resources, materials and/or equipment acquired to the improvement of instruction in one or more curriculum areas.

The following planning steps should be undertaken to assure that sound decisions are made regarding the expenditure of IV B funds.

- Appoint a planning committee representative of the purposes of IV B, including teachers, school librarians/media specialists, and other professional staff from public and nonpublic schools.

- Have all committee members carefully review the Part B Planning Guide, the Application or the Annual Supplement III and pertinent administrative memoranda. Additional copies are available from the Bureau of School Libraries.

- Special attention should be directed to the State standards for IV B projects and programs. Federal Regulations require that state education agencies develop standards to be used by local educational agencies in acquiring school library resources and instructional materials and equipment. These standards assure that all school library resources and instructional materials and equipment are of appropriate quality and quantity for instructional use and that these materials and equipment will be used for instructional purposes only. Standards for school library media programs may be found at the end of this guide.

- Charge the committee with the task of identifying the priority district need(s). When this determination has been made, the original committee or a sub-committee representative of the priority area(s) identified should develop the project(s) which will be supported by IV B funds. Sub-projects must show a focused, coherent effort towards the achievement of specific instructional objectives. Sub-projects are defined in the section entitled "Instructions for Completing the IV B Application or Annual Supplement III."

  NOTE: If a three-year plan was submitted in 1979-80, the committee should:

  - Review the objectives and activities for year one and two and evaluate the progress which has been made in achieving the objectives and carrying out the activities.

  - Review the needs, objectives, activities and evaluation which were described to be undertaken in year three (1981-82), and determine whether they accurately describe the IV B project(s) to be carried out in 1981-82, or whether any changes need to be made.

- Assign the task of completing and submitting the IV B Application or Annual Supplement III to a project director.

- Have the committee begin selecting the school library resources and instructional materials and equipment which will support the IV B project(s) so that funds may be encumbered as soon as the IV B project(s) is approved.

Selection of School Library Resources, Instructional Materials and Equipment

In determining how IV B funds will be divided among the IV B program purposes, the local educational agency must adopt appropriate procedures to coordinate the selection of school library resources, and instructional materials and equipment with the curricula in the schools. These procedures must include provision for periodic consultation among teachers, school librarians/media specialists, and other professional staff in the schools and with representatives of participating nonpublic school children. These consultations must take place before decisions are made on the expenditure of IV B funds.

Criteria for the selection of school library resources, and instructional materials and equipment should be developed by the local educational agency. These criteria should assure that materials and equipment will be of high quality, will contribute substantially to the educational program, and will meet the varying needs of pupils and teachers in the elementary and secondary schools.

To the extent possible, professional staff should evaluate the materials and equipment before purchase. Many distributors will provide materials on approval or for local evaluation prior to purchase. Local judgment augmented by reliable professional selection tools, lists, bibliographies, and periodicals which review materials and equipment will help schools purchase the most appropriate resources. Please consult A Handbook for Systematic Evaluation in ESEA Title IV B (New York State Education Department, 1980).

The following criteria should be considered:

- Are the materials/equipment suited to the goals, methods and purposes of the curriculum which they are to support?
- Do the materials improve the existing program, or support new program offerings?
- Is the content of the materials accurate?
- Are the materials appropriate to the reading levels, maturity levels and interest levels of the students for whom they are intended?
- Is the format and artistry of the materials appealing to students?
- Do the materials accommodate different teaching styles? different learning styles? varying learning rates?
- Do the materials/equipment involve students in a variety of types of activity, including independent and small group use?
- Do the materials encourage student responses and activity through creative application of skills?
- Do the materials encourage better teaching methods?
- Are the materials free of bias and stereotypes in relation to race, religion, sex and ethnic groups?

- o Are some of the materials conceptual and open-ended rather than purely informational so that student involvement in the learning process is encouraged?
- o Are the materials timely? Are they free of outdated concepts and interpretations? Are the costumes, properties and language up-to-date?
- o Are foreign cultures represented authentically?
- o Do the materials respond to the needs of non-English-speaking students?
- o Will inservice programs for teachers be offered to help them make effective use of instructional equipment and materials?

Selection criteria should be contained in a district selection policy statement formally adopted and approved by the Board of Education. A procedure for responding to criticism of school library and instructional resources should be included in the policy. It is recommended that the publication, Selection Guidelines: School Library Resources, Textbooks, Instructional Materials (New York State Education Department, Bureau of School Libraries) be consulted.

Eligible and Ineligible Expenditures (INSTRUCTIONAL PURPOSES ONLY)

Because of increasing evidence that IV B funds were not being used by local educational agencies for the purposes for which they were intended, both the legislation and the regulations have been strengthened and made more specific to assure that the materials and equipment acquired focus exclusively on instructional needs.

The following definitions apply for determining the eligibility of school library resources and instructional materials and equipment. NO REIMBURSEMENT WILL BE MADE ON INELIGIBLE ITEMS.

School Library Resources means printed and published materials that have been cataloged and organized for the instructional use of elementary and secondary school children and teachers. The term includes books, periodicals, and documents, pamphlets, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, videotapes, or any other printed or audiovisual materials of a similar nature available now or in the future.

Textbook means a book, reusable workbook, or manual, whether bound or in looseleaf form, intended for use as a principal source of study materials for a given class or group of students, a copy of which is expected to be available for the individual use of each student in the class or group. Workbooks consumed in use are not eligible.

Instructional Materials means realia, raw materials for the preparation of instructional resources, and all printed and published materials that are suitable for providing instruction in elementary and secondary schools. Instructional materials are, with reasonable care, expected to last more than one year. The term does not include furniture, supplies, or instructional equipment.

Instructional Equipment means equipment that is appropriate for use in providing education in academic subjects in elementary and secondary schools and that is used to teach or learn an academic subject. "Academic subjects" means, but is not limited to, the following elementary and secondary school subjects: the arts, civics, economics, English, geography, history, the humanities, industrial arts, mathematics, foreign languages, reading, and science.

Equipment is defined as a single item having a unit cost of $50 or more. Equipment items having a unit cost of less than $50 should be budgeted as instructional materials.

The eligibility of instructional equipment is determined by its intended use and its direct relationship to instruction in an academic subject. Depending upon use, typical examples of instructional equipment include: (a) laboratory or other special equipment that contributes directly to the objectives of an instructional program; (b) electronic or mechanical audiovisual equipment such as audio and computer devices and TV monitors; (c) equipment for the storage and protection of instructional materials and equipment; (d) equipment for the maintenance and repair of audiovisual materials.

The term does not include general purpose classroom or library furniture, shelving, stoves, refrigerators, bleacher seats, equipment for staff offices, or other equipment not directly related to instruction in academic subjects.

Expenditures of IV B funds may include the cost of raw or processed materials, or component parts to be made into finished permanent products, as well as the cost of making or assembling the instructional equipment. Straight lease plans for a period not to exceed one year are also an eligible expenditure.

In the area of "computer packages" or "learning systems," the definition of instructional equipment includes only the purchase or lease of computers, computer terminals, or related "hardware." It does not include time sharing, the rental of telephone lines, maintenance or service contracts, etc.

Processing and cataloging means describing items of print and audiovisual materials by standard library cataloging rules, marking for identification, providing protective covers and preparing for circulation from a school library or media center. Processing and cataloging costs may be charged only for school library resources and may not exceed 15% of the total amount to be expended for Code 1045, school library resources.

Delivery Costs are an integral part of the cost of materials and equipment and are not reported as a separate cost.

Administrative Costs. No administrative costs are allowable under IV B unless the State Education Department approves a special indirect cost rate for use by local educational agencies. See the section entitled "Instructions for Completing the IV B Application or Annual Supplement III" for instructions regarding the special IV B indirect cost rate.

Allocation Formula

IV B funds are allocated to local educational agencies on the basis of their public and nonpublic school enrollment, adjusted to provide higher per pupil allocations to:

1. Local educational agencies whose tax effort for education is substantially greater than the State average tax effort for education, but whose per pupil expenditure is no greater than the average per pupil expenditure in the State, and

2. Local educational agencies which have in excess of 20 percent of their student body designated as pupils with special educational needs (PSEN).

Of the funds available for IV B distribution, 70 percent will be distributed on an enrollment basis, 25 percent will be distributed on a per capita basis to local educational agencies which have in excess of 20 percent of their student body designated as pupils with special educational needs (PSEN), and five percent will be distributed on a per capita basis to local educational agencies with substantially greater than average tax effort for education but lower per pupil expenditures than the State average.

Allocation Notice

A notice of the IV B allocation will be sent to each eligible applicant. The allocation notice will specify: 1) the recommended amount to be expended for the benefit of public school pupils, 2) the recommended amount to be expended for the benefit of nonpublic school pupils within the public agency's jurisdiction, and the total IV B allocation for public and nonpublic school pupils.

Since it is not possible to pre-screen this data to determine the eligibility of certain nonpublic school children to participate in the IV B program, the allocation notice may include nonpublic schools where the children are not eligible. If there is a question whether certain nonpublic students are eligible to participate in IV B benefits, please contact the Bureau of School Libraries.

Agencies Receiving Allocations

- Public school districts
- Campus schools operated by the State University of New York or by the City University of New York
- State-operated and State-supported schools covered under Article 85 Section 4201 of the Education Law
- New York State Division for Youth
- New York State Department of Correctional Services

Consortium or Cooperative Projects

Two or more school districts may elect to combine their IV B allocations in a cooperative or consortium project. In such cases one of the participating school districts may be designated as the legal applicant, or a Board of Cooperative Educational Services may be so designated.

A single application should be submitted for a consortium or cooperative project, together with Form ESEA IV B-CO, "Certification for Participation in a Cooperative Project." Copies of this form are available from the Bureau of School Libraries on request.

Use of IV B Funds

Subject to the requirements dealing with participation of nonpublic school children, local educational agencies have complete discretion in selecting which programs they wish to support with these funds. A local educational agency may concentrate expenditures to meet the educational needs of children in one or more of the schools within its boundaries. A local educational agency that receives higher per pupil allocations of IV B funds because more than 20 percent of its students are designated as pupils with special educational needs, should consider the special educational needs of those children when selecting school library resources and instructional materials and equipment. However, Federal regulations require that the local educational agency make available to all children attending a school all the instructional materials and equipment acquired with IV B funds and placed in that school.

How to Apply for IV B Funds

In order to receive IV B funds, a local educational agency must have on file with the State Education Department a General Compliance Form (General Application) setting forth certain assurances applicable to all programs federally funded.

In addition, a IV B Project Application or Annual Supplement III must be completed and submitted to the State Education Department, Bureau of School Libraries.

Local education agencies which submitted a three-year plan in 1979-80 must complete and submit the Annual Supplement III.

Please follow the detailed instructions beginning on page 17 for completing the appropriate Application Form or Annual Supplement III.

Maintenance of Effort

Federal regulations require that a State shall have expended on programs described in IV B during the preceding fiscal year an amount of non-Federal funds at least equal to the amount of non-Federal funds it expended on those programs during the second preceding fiscal year. Therefore, a State's eligibility to receive grants under IV B is determined by the cumulative non-Federal expenditures eligible under IV B of all public and nonpublic schools for the preceding two fiscal years.

The comparison of expenditures for the two years may be made on the basis of either the aggregate non-Federal expenditures or the aggregate per pupil expenditures of local educational agencies and nonpublic schools for these purposes.

Maintenance of effort data for public school districts will be drawn from the Annual Financial Report (Form ST-3) which is submitted to the State Education Department annually at the close of the school year, June 30.

Nonpublic schools and other applicant agencies not submitting an Annual Financial Report will be required to submit maintenance of effort data prior to making application or deriving benefits from the Title IV B program.* A school district which has not submitted the Annual Financial Report and nonpublic schools or other agencies which have not provided maintenance of effort data will not be eligible to participate in the IV B program.

*Local educational agencies sent these forms to the nonpublic schools in April 1981.

The regulations provide for waivers of maintenance of effort requirements under certain exceptional and unforeseen circumstances. Specifically excluded from such exceptional and unforseen circumstances is "a deliberate substantial reduction of available revenue due to an act of a State or local legislature or electorate in other than emergency circumstances."

Local school districts and nonpublic schools must maintain their local level of expenditures for school library resources and instructional materials and equipment to assure that the eligibility of the State as a whole is not jeopardized.

Administration of IV B Acquisitions

The proposed regulations require that local educational agencies shall keep title to and exercise continuing administrative control over all materials and equipment acquired with IV B funds. Effective control must be maintained over all school library resources, and instructional equipment and materials.

Inventory Records. Inventory records must be maintained for the useful life of the materials and equipment. Local methods of inventorying and maintaining records of materials and equipment are subject to the approval of the State Education Department. An item-by-item inventory must be maintained and appropriate provisions made for substantiating the inventories by on-site inspection.

The following simple and convenient method for maintaining inventory records and for conducting an inventory is recommended:

- An inventory control card should be maintained for each item of materials and equipment acquired with IV B funds.
- The descriptive information on the card should include (a) type of material; e.g., film, record, textbook, cassette recorder/player, overhead projector; (b) title of each material item; (c) number of units of each item; (d) serial number of equipment; (e) acquisition date and cost; (f) location; (g) ultimate disposition data.
- For school library resources (materials that have been cataloged), shelf list cards may be used as the inventory control cards, provided that materials acquired under IV B are distinctly labeled as such.
- All items acquired should be inventoried at least once every two years.
- Inventory control cards should be physically checked against materials and equipment wherever located.
- After all materials and equipment have been checked against the inventory control cards, a summary of items on hand and items missing should be prepared. Such a summary should consist of the total number of items of each type. The summary will then account for all the items acquired under IV B as either on loan, missing, or removed from inventory. The summaries are the official record for accounting purposes.

Control System. A control system must be developed and carried out to assure adequate safeguards to prevent loss, damage, or theft of materials and equipment. Loss, damage, or theft must be fully investigated and fully documented. The local educational agency is responsible for replacing or repairing materials and equipment which are lost, damaged, or destroyed due to the negligence of the local educational agency.

Identification Marking. All materials and equipment acquired must be stamped or otherwise identified as the property of the public agency and as having been purchased under ESEA Title IV, Part B.

Provisions for Loans. School library resources and instructional materials and equipment shall be available to children and teachers in elementary and secondary schools on a loan basis only. Loan terms should be based on accepted principles and practices for lending school library resources and instructional materials and equipment to pupils and teachers. The type of material or equipment and the purpose for which it is requested will determine the length of the loan, and each local educational agency should establish such loan periods as it deems necessary and appropriate.

Federal regulations prohibit user, rental, or deposit fees or other charges levied against children or school personnel for the ordinary use of school library resources and instructional materials and equipment acquired under IV B. However, the local educational agency may impose the same responsibilities on borrowers for loss, damage, or failure to return as required, as are imposed for similar materials and equipment acquired with non-Federal funds. The disposition of money collected for overdue materials and equipment and replacement of lost or mutilated items should be governed by local practice.

Please refer to the section on the Participation of Nonpublic School Children for additional guidance in appropriate procedures governing the administration of school library resources and instructional materials and equipment on loan to nonpublic school students and teachers.

Local Evaluation

Title IV B is similar to other federally funded programs in that it has an evaluation requirement. When a school district accepts a IV B allocation, it assumes the responsibility of assessing the extent of educational progress associated with those funds. Title IV B does not, however, impose a particular kind of evaluation. Evaluation in Part B is governed by the assumption that districts and nonpublic schools will carry out evaluations that are appropriate to the activities which they have undertaken. Thus, Title IV B evaluations can meet both Federal and State requirements and provide schools with timely data that can be useful for improving local educational programs. A Handbook for Systematic Evaluation in ESEA IV B (New York State Education Department, 1980) presents principles and methods of evaluation which are relevant both to meeting the requirements to evaluate, and to carrying out evaluations that meet local information needs. The Handbook was distributed to local educational agencies in 1980. Additional copies are available from the Bureau of School Libraries.

Monitoring and Evaluation

The Bureau of School Libraries will monitor and evaluate a sample of all IV B projects annually to assure the integrity of the IV B program.

The purpose of the on-site visits will be:

- to determine whether the local educational agency is complying with applicable statutes, regulations, and grant provisions;
- to review project purposes, activities, and results;
- to determine the extent to which educational needs are being met by IV B;

- to determine the extent to which the educational practices of the local educational agency are being improved;
- to determine the extent to which the project objectives have been achieved; and
- to identify the educational improvements that have resulted from the IV B projects.

Within 60 days of a monitoring visit, the local educational agency will receive a written report of the findings of the visit. Federal Regulations provide that if the local educational agency disagrees with the findings, it may reply in writing to the State Education Department within 60 days of receiving the report of the findings. The State Education Department is required to respond in writing to the local educational agency within 60 days of receiving a reply from the local educational agency.

All monitoring reports, replies, and responses are public documents and both the State Education Department and the local educational agency must make them available to the public.

PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN

Children enrolled in nonpublic, nonprofit elementary and secondary schools in the school district of a local educational agency are entitled to participate equitably in the secular, neutral, nonideological benefits authorized by IV B. The local educational agency is responsible for providing genuine opportunities for equitable participation by such nonpublic children that are consistent with the number and needs of those children. The local educational agency is also responsible for maintaining continuing administrative direction and control over IV B benefits provided to children in nonpublic schools.

Equitable Expenditures

Allocation of IV B funds to the public agency is based on the formula described elsewhere in this Guide. The notice of allocation will provide the public agency with the names of nonpublic schools within its jurisdiction together with a suggested amount of total allocation to be expended to provide benefits to the pupils in each school. It is the responsibility of local educational agencies to adjust IV B expenditures per nonpublic school child if (a) the needs of nonpublic school children with respect to benefits under IV B differ from such needs of children enrolled in public schools, and (b) the actual cost per child of such benefits to meet the needs of nonpublic school children is lesser or greater than the actual cost per child of such benefits to meet the needs of public school children. Any such adjustments should be designed to assure the equitable participation of nonpublic school children in the purposes and benefits of IV B.

If the distribution of IV B benefits among nonpublic and public school pupils varies from the distribution suggested by the State Education Department, a clear statement of the criteria used to determine equitable participation must accompany the application.

The public agency may retain the approved indirect cost (procurement cost) share for the performance of ordering services for the acquisition of school library resources and instructional materials and equipment.

Consultation with Representatives of Nonpublic School Pupils

Local educational agency planning and consultation with appropriate representatives of the children enrolled in nonpublic schools within the boundaries of the local educational agency are required. It is suggested that a joint committee of local educational agency and nonpublic school personnel be formed to deal with such problems as gathering data for educational needs assessment, determining priorities in both public and nonpublic schools, preparing application forms, selecting materials and equipment, planning accessibility of materials and equipment, and monitoring and evaluating of projects.

Children in a nonpublic school which did not participate in the three-year plan of a local educational agency in 1979-80, may participate in 1981-82 by completing a one-year Nonpublic School Expenditure Request which the public agency will include with their Annual Supplement III.

Project Priorities

If the needs of nonpublic school children differ from those of public school children, the local educational agency must include in its project application objectives and activities that meet those needs, and the requested materials and equipment in appropriate amounts must be provided. This requirement applies even if there are no nonpublic school children enrolled in the grade levels to be served by the project for public school children.

Nonpublic School Responsibilities

Nonpublic school officials should cooperate with public school personnel in planning for the effective use of IV B funds. Requested narratives, and statistical, fiscal, and evaluative data must be provided to meet established deadlines. It is important that nonpublic school officials study this guide carefully to assure accurate completion of the Nonpublic School Expenditure Request.

Administrative Control

The local educational agency keeps title to and exercises continuing administrative control over all school library resources and instructional materials and equipment acquired with IV B funds. The local educational agency, however, in fulfilling its responsibility for making all benefits authorized under IV B accessible to children in nonpublic, as well as public, schools may place such materials or equipment on the premises of a nonpublic school on a loan basis for a limited period of time.

The type of material and the purpose for which it is requested will determine the length of the loan, and each local educational agency will establish such loan periods as it deems necessary and appropriate, as long as materials and equipment are not given outright to a nonpublic school or nonpublic school pupil or teacher. Long-term loans are permissible. A physical return of materials and equipment annually is suggested although local educational agencies may elect to store materials and equipment in a nonpublic school over the summer and renew the materials and equipment in September.

Regardless of the loan method used, the public agency must have all loan requests and loan records for nonpublic schools accompanied by a pupil and teacher roster. This is a critical point, since such a roster constitutes a loan to nonpublic school pupils and teachers on an individual basis.

The local educational agency must assure that the materials and/or equipment placed on the premises of a nonpublic school are used only for the purposes of the IV B program and that such materials or equipment can be removed from the nonpublic school without remodeling its facilities. Materials or equipment should be removed from the premises of a nonpublic school when the materials or equipment are no longer needed for the purposes of the IV B program, or in order to prevent the use of the materials or equipment for other than IV B purposes.

Level of Nonpublic School Support

Nonpublic schools must provide maintenance of effort data prior to participation in the IV B program. A nonpublic school which fails to submit the necessary maintenance of non-Federal expenditure data will be excluded from participation in the IV B program.

Forms to supply maintenance of effort data have been sent to the local educational agencies for completion by the nonpublic schools. Completed forms should have been submitted to the local educational agency for transmittal to the State Education Department.

Nonparticipating Nonpublic Schools

Nonpublic schools listed on the allocation printout which elect not to participate in the IV B program must supply the local educational agency with a written notice of declination. The local educational agency should attach the written declination(s) to the IV B application. If the local educational agency anticipates that a nonpublic school is unwilling or unable to provide such a letter of declination, it is suggested that the request for a declination statement be sent by registered mail to document the local educational agency's effort to obtain the statement.

Nonparticipating Public Schools

If no project under IV B is carried out for the benefit of children enrolled in public schools within the school district, representatives of children enrolled in nonpublic schools located within the district may ask the State Education Department to designate an alternate public agency to provide IV B benefits for the nonpublic school children.

Complaint Procedures

Any person or organization may file with the State Education Department a written complaint alleging that in one or more IV B projects children enrolled in nonpublic schools are not receiving benefits on an equitable basis. The written complaint must include a detailed statement of facts upon which the allegation is made.

The State Education Department will, within sixty days of receipt of the complaint, investigate the complaint. A report setting forth the nature of the complaint and the actions taken to resolve it will be made available. In the event the complaint is not resolved, the matter will be referred to the U.S. Commissioner of Education.

FISCAL GUIDELINES

Payment Procedures

A first advance payment, generally 25 percent, is made automatically following the approval of a project application and budget. Subsequent to receipt of the initial advance payment, the local educational agency should submit Expenditure Report and Monthly/Quarterly Request for Funds (Form FA-25-AP) to the State Education Department, Division of Educational Finance, Federal Aid Planning and Claims Section. Based upon the data presented on this form, additional funds are provided. The continuous filing of this report is required thereafter for each approved project until such time as the project has terminated or the maximum 90 percent advance has been attained.

Filing Requirements Form FA-25-AP

For projects of $100,000 or less, Forms FA-25-AP should be filed at the end of each calendar quarter beginning with the quarter during which the first advance payment check is received (quarters: July-September, October-December, January-March, April-June). For projects greater than $100,000 Form FA-25-AP should be filed at the end of each month beginning with the month during which the first advance payment check is received.

Funds will be advanced via Form FA-25-AP up to a maximum of 90 percent of the approved project budget or total estimated project expenditure, whichever is less.

Final Project Expenditure Report

Subsequent to the liquidation of encumbrances, or completion of all expenditures pertinent to a IV B project, two completed copies of the Final Project Expenditure Report must be submitted to the Division of Educational Finance, Federal Aid Planning and Claims Section. Each Final Project Expenditure Report will be audited by the Federal Aid Unit and any questions arising from the audit will be presented to the local agency for consideration and response. Based upon the audit findings, the difference between the amount of funds previously advanced and the actual cost of the project will be forwarded to the local educational agency.

Backup documentation (signed claim forms, vendors' invoices, receipts) is no longer required to be submitted with final claims for reimbursement on a regular basis. Under the conditions set forth below, only the Final Project Expenditure Report will be required for audit purposes.

- Complete documentation for all expenditures must be retained at the local level and must be made available upon request by the Federal Aid Unit or an on-site field team.
- Prior to the submission of the Final Project Expenditure Report all encumbrances must be liquidated. In other words, all bills must be paid.

In summary, local educational agencies should submit only the fully completed, signed Final Project Expenditure Report unless notified otherwise.

Upon completion and acceptance of the audit of the Final Project Expenditure Report the local agency will be sent a Notice of Final Audit Findings. This notice will indicate the amount of final payment to be made or the amount of overpayment to be returned by the local agency.

Project accounts should not be closed until such action has been taken.

Proposed Budget

A Proposed Budget for Instructional Materials and School Library Resources must be completed and submitted as part of each Application or Annual Supplement III for a IV B grant. The Application should be submitted subsequent to the local educational agency receiving notification of its allocation.

Local educational agencies will not receive payments automatically as a result of a formal notice of allocation.

Issue of Purchase Orders

No purchase orders should be issued, encumbrances established, or commitments for the delivery of services made prior to receipt of written notification from the Bureau of School Libraries that the application has been approved. Subsequent to written notification of project approval, encumbrances may be established and commitments for the delivery of services made through the termination of the applicable fiscal year of the grant (June 30). All obligations must be incurred by the public agency.

Bids may be solicited prior to project approval, but purchase orders cannot be issued prior to written project approval.

Substitution Procedures

Since all 1981-82 ESEA IVB funds must be encumbered by June 30, 1982, no substitution purchase orders for school library resources only (Code 1045) may be issued.

Contracts

Since all 1981-82 ESEA IVB funds must be encumbered by June 30, 1982, and since leased equipment is considered to be encumbered at the time the equipment is used by the agency, such leased equipment must be used between the date of application approval and June 30, 1982.

Local school districts using IVB funds to contract with a Board of Cooperative Educational Services must assure that the funds and the proposed activity are approved, in advance, by means of CO-SER submission. A separate IVB contract must be executed.

Budget Amendments

The IV B program operates on the concept of prior approval. All expenditures must have the approval of the Bureau of School Libraries either through an approved project budget or through a project budget amendment if expenditure changes are necessary subsequent to initial project budget approval.

If a local educational agency wishes to make an internal budget change, a "Special Grant Budget Amendment Summary Sheet" (Form FA-10-A) should be submitted to the Bureau of School Libraries seeking prior approval. Form FA-10-A must be submitted if one or both of the following conditions apply:

1. Any increase in number and/or change in type of equipment.

2. Any increase in a budget sub-total in excess of 10 percent or $500, whichever is greater. All of the Code 1000 budget series (school library resources including cataloging and processing, textbooks, instructional materials and equipment rental are considered to be one budget sub-total). Each requested budget increase(s) should show the corresponding offsetting budget decrease(s).

The budget total may not be increased.

All budget amendments should provide detailed information concerning numbers of items to be acquired, unit costs, and dates of contracts such as are required in the original application.

INSTRUCTIONS
FOR COMPLETING THE IV B APPLICATION OR ANNUAL SUPPLEMENT III

General Information

Local educational agencies which submitted a one-year Application in 1980-81 (blue form) must complete and submit a one-year Application in 1981-82 (light green form).

Local educational agencies which submitted a three-year plan in 1979-80 and the Annual Supplement II in 1980-81 must complete and submit the Annual Supplement III (so marked) in 1981-82.

Send five (5) copies of your Application or Annual Supplement III and only three (3) copies of the Nonpublic School Expenditure Request or Nonpublic School Annual Supplement III for each participating nonpublic school to:

Bureau of School Libraries
New York State Education Department
Room 676 EBA
Albany, New York 12234

The IV B Application or Annual Supplement III and the Nonpublic School Expenditure Request or Nonpublic School Annual Supplement III have been sent with the Planning Guide. Please duplicate as necessary. A limited supply of additional forms is available from the Bureau of School Libraries.

The IV B Applications or Annual Supplements III received prior to December 1, 1981 will be reviewed in order of receipt. Early review and approval will permit districts to begin encumbrances immediately on receipt of project approval and effect an early release of funds to the districts.

All requested data must be provided. A letter of declination or other documentary evidence must be provided for nonparticipating nonpublic schools.

No IV B Application or Annual Supplement III will be reviewed or approved until the required Final Expenditure Reports for 1978-79 (or earlier) have been submitted to the Division of Educational Finance and all nonpublic school Maintenance of Effort Forms have been received by the Bureau of School Libraries. Also, the Annual Financial Report (Form ST-3) for the Fiscal Year ended June 30, 1981 must be received by the State Education Department before an Application or Annual Supplement III will be approved.

One copy of the Application or Annual Supplement III must contain the original signature of the chief school administrator.

Sub-project Defined

It is important that the concept of a sub-project as it applies to IV B be understood.

A sub-project is defined as a set of related activities directed toward the same goal. If the entire IV B program is directed toward the same goal, there is one sub-project.

The following are examples of IV B sub-projects. An effort has been made to demonstrate when a set of activities constitutes one or more sub-projects.

Example 1. A district decides to expand the remedial reading program in the middle school through expending IV B funds for special learning tapes, more remedial reading materials in the library, and a set of progressive reading texts to be used in an ungraded format. This constitutes one sub-project in remedial reading.

Example 2. A district uses its IV B allocation to purchase various types of instructional hands-on materials for instruction in geography for grades three through five. This expenditure also constitutes one IV B sub-project.

Example 3. A district chooses to expend its IV B allocation to increase the resources available in the high school library. There are two areas where a need has been identified. First, there is a need to increase social studies reference materials available for high school students. Secondly, there is a need to increase the number of high interest fiction books in an effort to increase general student reading. Although library materials are involved in both instances, this is an example of two IV B sub-projects.

Example 4. A district purchases two microcomputers for the purpose of establishing a computer-assisted mathematics lab. The district also purchases a new set of programmed instructional materials for students in the ninth grade remedial mathematics classes. Although both expenditures are made in the area of mathematics, this is also an example of two IV B sub-projects.

Item-by-Item Instructions

These instructions are keyed to the item numbers on the Application and the Annual Supplement III forms. Pages 1 and 2 contain items common to most State and/or Federally funded programs administered by the State Education Department. Certain questions may have limited utility for IV B; nevertheless, all items should be completed unless otherwise noted.

The Application or Annual Supplement III is to be completed by the public school agency. Those public school agencies completing the Application should follow the instructions that match the items in the first column, while public school agencies that are completing the Annual Supplement III should follow the instructions that match items in the second column. Where XXXXXX is indicated in the first column, the matching instructions on the right do not apply to the Application.

Instructions for completing the Nonpublic School Expenditure Request or Nonpublic School Expenditure Request Annual Supplement III are similar to the Application and Annual Supplement III, although item numbers differ. Nonpublic schools should note the overview instructions, in particular. See page 29 for other directions.

Application	Annual Supplement III	
Item 1	Item 1	This shaded area is for Department use only. Do not fill in any information in the shaded area.
Item 2	Item 2	Project Title: Enter a brief title of this project or program only if one is used or available.
Item 3	Item 3	Enter all information required.
Item 4	Item 4	Enter the numbers of all Congressional, Senatorial and Assembly districts which, in whole or in part, are located within your school district. (You can inquire at your local board of election as to what your district numbers are.)
Item 5	Item 5	Enter all information required.
Item 6	Item 6	This shaded area is for Department use only. Do not fill in any information in the shaded area.
Item 7	Item 7	Self-explanatory
Item 8	Item 8	Provide an unduplicated count of participants by level of instruction.
Item 9	Item 9	Indicate curriculum area sub-project title(s), the building(s) where the sub-project(s) are located, and the dollar amount(s) per building(s).
XXXXXX	Item 10	Check either the box marked "Yes" or the box marked "No." Carefully follow the instructions on the form before proceeding to the next item.
XXXXXX	Item 11	Progress Report (Second year). Self-explanatory.
Item 10	Item 12	Overview. Respond to this item only if the total allocation for one year, including benefits for nonpublic school pupils, is less than $3,000. The overview should be a clear, concise statement that identifies for each sub-project (1) the needs of the children in the district that will be addressed with IV B funds; (2) the specific instructional program(s) by grade level(s) and sub-

ject area(s) for which the sub-project acquisitions are required (e.g., Grade 7-8 remedial reading, Grade 5 mathematics, High School science, etc.); (3) the specific acquisition area(s) involved (e.g., library reference books, high interest - low vocabulary fiction, audio cassettes, microcomputers, etc.); (4) the student and teacher activities for using the acquisitions; (5) expected student and/or program improvement(s); (6) the means by which the improvement(s) will be measured or determined. The statement should be limited to 350 words.

Item 11 — Item 13

Planning. Summarize the sequence of events that occurred in developing the application. Describe the agencies, groups, and/or individuals who participated in the application process, including names, roles, responsibilities, and contributions of these participants for each step of the process. See page 2 of this planning guide.

Item 12 — Item 14

Needs Assessment. Describe the specific educational problem(s) or need(s) that the sub-project(s) will address, and how the educational problem(s) were uncovered. The most reliable statements are those based on data collected in a systematic way. For example, as the result of standardized tests, a district has identified a number of elementary school pupils reading below grade level. A survey of these pupils and their teachers reveals that few of these pupils take out and read library books because the school library does not have sufficient titles in subjects that interest them at a reading level they can master. The school library media specialist and the classroom teachers design a project involving a number of reading activities based on jointly selected resources acquired with IV B funds. Avoid stating needs in broad, general terms, and avoid making statements that rely heavily or exclusively on purely subjective assessments of conditions.

Item 13 — Item 15

Objectives. <u>If there are two or more sub-projects, please treat each sub-project as a unit, providing the objectives, activities, and evaluation for one sub-project before proceeding to the description for the next sub-project.</u>

Objectives for IV B sub-projects may be of two types:

- Performance objectives: These refer to desired changes in student behavior including knowledge, skills, attitudes, social behavior, etc.

- Instrumental objectives: These reflect desired changes in program conditions such as curriculum, instruction, supervision, personnel skills, resources, etc., which are expected to facilitate the learning process.

  Instrumental objectives are expectations for what is to be done in the sub-project and performance objectives are expectations for desired changes in students which are intended to result from the program.

When a IV B sub-project is related to a specific set of performance objectives the following specific information should be provided:

1. A description of what learners will be able to do as a result of participating in program activities;
2. A statement of the criterion that will be used to determine how successfully the objective has been achieved;
3. A proposed date for achievement of the objective;
4. A statement of the percent (%) of learners who are expected to achieve the objective.

The following example of a performance objective would be appropriate for a district which has used its IV B allocation to purchase two microcomputers and related instructional materials for the purpose of implementing a sub-project to teach students fundamental programming skills:

> By April 15, 1983 all of the students enrolled in the Computer Lab Project will be able to write and successfully execute a computer program based on a set of specifications and data provided by the instructor.

In some cases the educational resources purchased with IV B funds may not be tied directly to specific learning outcomes or other desired student behaviors. This might be the case when a wide range of materials is ordered for a science lab, reference books are ordered for a library, or a piece of audiovisual equipment is obtained for use across a variety of subject areas. In such cases it will be sufficient to specify instrumental objectives. It is necessary, however, to specify which aspect of the educational program the achievement of these instrumental objectives is intended to support. Instrumental objectives should contain the following information:

1. A description of the changes to be brought about in local district conditions;
2. A proposed date for achievement of the objective;
3. A statement of the method that will be used to determine the extent to which the desired changes occurred;
4. A statement relating the instrumental objective to a performance objective or to a general instructional goal for students.

An example of an instrumental objective is:

> By December of 1982 all science teachers in the middle school will have completed inservice training in the use of the "Shrinking Universe" learning materials and will have registered their reactions to the workshop and to the quality of the materials on a locally prepared rating scale. These materials are intended to support the achievement of instructional goals related to knowledge of developments in human technology.

All applicants are encouraged, prior to the writing of objectives, to refer to A Handbook for Systematic Evaluation of ESEA Title IV B Sub-Projects, which has been sent to all local educational agencies. Additional copies are available from the Bu-

reau of School Libraries. It is also recommended that sub-project planners and coordinators focus on objectives which may reasonably be attained within the constraints of time and available resources. This will increase the chances for success and facilitate the process of evaluation.

Item 14 Item 16

Activities. For each objective, specify by sub-project the activities which will be undertaken to achieve it. Include, where possible, reference to persons responsible for carrying out the activities and proposed date of accomplishment. Stated activities should dwell on the instructional use of sub-project resources and instructional equipment, not on the acquisition process.

Item 15 Item 17

Evaluation. There are three aspects of IV B sub-projects that an evaluation plan should address:

Evaluation of School Library Resources, Instructional Materials and Equipment.

One can evaluate the school library resources, instructional equipment and materials themselves which were purchased with IV B funds. These acquisitions could be evaluated on the basis of their quality, appropriateness, and extent of use. For example, one might survey the teachers for whom such resources were intended to find out how often they were used or how useful they were for implementing the curriculum.

Evaluation of the Achievement of Instrumental Objectives

One can evaluate the extent to which instrumental objectives were achieved. Instrumental objectives are expectations for change in some aspect of an educational program such as changes in instructional procedure, curriculum, or the role of a district employee. An example might be a program of individualized instruction that was initiated in conjunction with the IV B project. Evaluation information could include a record of growth in the number of students who received individualized instruction prior to and after the initiation of the IV B project.

Evaluation of the Achievement of Performance Objectives

A third aspect of evaluation centers on the achievement of performance objectives. These objectives refer to expected changes in the behavior of students in the school district. Those changes might be in academic or physical skills, or changes in general classroom behavior that are seen as associated in some way with IV B projects. For example, to evaluate the achievement of performance objectives in conjunction with IV B projects, one might accumulate records kept by teachers, librarians, or supervisors of changes in behavior or academic growth of students which are attributed to some aspect of the IV B project.

Those sub-projects which are not organized around the achievement of specific performance objectives will want to concentrate their evaluation efforts on instrumental objectives and the desired properties of library and other instructional resources which have been acquired.

The evaluation description should include:

- Presentation of the evaluation procedures that will be implemented;
- Description of the instrument that will be used to collect evaluation information;
- Dates when the evaluation report will be completed;
- A specification of how the information collected through this evaluation will be used by the district in making future program-related decisions.

Consult A Handbook for Systematic Evaluation in ESEA IV B for detailed information.

Item 16	Item 18	Consultation/Selection Procedures. Describe the procedure implemented before and after the IV B project is approved to coordinate the selection of school library resources, equipment and material with the curricula. Project application planners are not always those persons who are directly involved in the actual use of the IV B project acquisitions, therefore, these procedures must include consultations with teachers, school librarians/media specialists and other professional staff and with representatives of participating nonpublic school children.
Item 17	Item 19	Participation of Nonpublic School Pupils. Provide a statement of the policies and procedures which will govern the accessibility of school library resources, instructional materials and equipment to nonpublic school pupils. The statement should indicate the length of loan, the renewal policy, and the availability of a nonpublic school pupil-and-teacher roster documenting the loan of materials and equipment to nonpublic school pupils and teachers on an individual basis.

IV B Proposed Budget

It is important that the section on Eligible and Ineligible Expenditures be carefully reviewed prior to completing the Proposed Budget. Applicable definitions and limits are detailed in that section.

All dollar amounts should be rounded off to the nearest whole dollar.

Line A — Code 1045 School Library Resources. Enter the total proposed expenditure for all public schools participating in the project for each category of school library resources in the appropriate space under public schools. Provide the public school total for all categories of school library resources.

Provide the total nonpublic school expenditure request for each category of school library resources for all participating nonpublic schools. Provide the nonpublic school total for all categories of school library resources.

Add the total amount spent for each category of school library resources for public school pupils and nonpublic school pupils and provide the total in the space provided.

Line B — Code 1045.1 Cataloging and Processing. Cataloging and processing costs for school library resources may be charged to the IV B budget. Costs may not exceed 15% of Code 1045. (Line A. 1, 2, 3, 4)

Enter in the spaces provided the amount to be expended for cataloging and processing for all public schools and for all nonpublic schools. Provide the total cataloging and processing costs for public and nonpublic schools.

Line C — Add the total public and nonpublic school expenditures for school library resources and the total public and nonpublic school costs of cataloging and processing and provide the total public amount for school library resources and the total nonpublic amount.

Line D — Code 1048 Instructional Materials. Enter in the space provided the proposed expenditure for instructional materials for public school pupils. Enter in the space provided the proposed expenditure for instructional materials for nonpublic school pupils. Provide total for materials.

Line E — Code 1048.1 Textbooks. Enter in the space provided the proposed expenditure for textbooks for public school pupils. Enter in the space provided, the proposed expenditure for textbooks for nonpublic school pupils. Provide total for textbooks.

Line F — Code 1040 Instructional Equipment Rental (Public Schools only). Each item of instructional equipment to be leased with IV B funds must have prior approval by the State Education Department. All proposed equipment rentals must be itemized on the application form. Please note that the name of the company from whom the equipment will be leased (contractee) and the dates of lease must be included. Only straight lease plans for a period of time not to exceed one year are an eligible expenditure. Enter the total equipment rental on both Line F and on the itemized list.

Line G — Code 1220 Instructional Equipment Acquisition. Each item of instructional equipment to be acquired with IV B funds must have prior approval by the State Education Department, that is, only the equipment items listed in the Application or Annual Supplement III when approved may be acquired. All equipment must be itemized on the application form.

Schools may elect to submit for prior approval a listing of proposed equipment acquisitions whose aggregate cost is not more than 25% in excess of the actual Code 1220 expenditure. Should unanticipated savings subsequently be realized, districts would, by this means, have on hand additional approved equipment items against which to encumber the unused equipment funds, up to the total requested. This procedure precludes the need to submit budget amendments for prior approval of additional equipment items.

The total amount for equipment acquisition should be entered on the application for public schools and for nonpublic schools.

Line H — Enter the total of all equipment expenditures for both rental (Code 1040) and acquisition (Code 1220) for public schools and acquisition (Code 1220) for nonpublic schools. Provide total.

Line I — Code 1249 BOCES Purchased Services (Public Schools Only). Enter here only the proposed expenditures for instructional equipment leased from BOCES. NO OTHER BOCES SERVICES ARE AN ELIGIBLE IV B EXPENDITURE. A copy of the lease agreement must be submitted to the Division

of Educational Finance as soon as possible after project approval. The proposed activity must also be approved in advance by means of a CO-SER submission.

Line J — Total A+D+E+G (the asterisked totals.) - Do not include Cataloging and Processing (B); equipment rental (F), total equipment (H) or BOCES purchased services (I).

Line K — Indirect Cost Rate. ESEA IV B indirect costs are the costs of performing ordering services, including the preparation of purchase orders and related clerical work, for the acquisition of school library resources, textbooks, instructional materials and instructional equipment. If you do not wish to claim indirect costs in connection with your ESEA IV B project, enter "0" in this item. If you do wish to claim indirect costs, you should consult account code A1345.0 of the Annual Financial Report (ST-3) for the year ended June 30, 1980 before completing this item.

If the amount entered in account code A1345.0 is "0," estimate ordering costs as a percentage to be entered on Line K in gradations of tenths of a whole percent up to a maximum of one whole percent. The possible choices range from "0.0, 0.1 (one-tenth of one percent), through 1.0 (one whole percent)."

If the amount entered in account code A1345.0 is other than "0," the ordering costs may be estimated as indicated above, or if ordering costs in excess of 1% are anticipated, a special procurement indirect cost rate for only ESEA IV B purposes may be requested. Applications for such a rate must be submitted to:

Federal Aid Planning and Claims Section
Division of Educational Finance
New York State Education Department
99 Washington Avenue
Albany, New York 12230

For additional assistance concerning indirect costs contact John O'Neill, 518-474-4815.

Requests for a special indirect cost rate must be submitted and approved prior to submitting the IV B Application or Annual Supplement III.

All ordering costs ultimately claimed in connection with an ESEA IV B project, as a result of either applying an estimate of 1% or less or an approved ESEA IV B indirect cost rate, should be included by the local educational agency in account code F9901.9, Interfund Transfer to the General Fund (Indirect Costs) or the Annual Financial Report (ST-3).

NOTE: Other agencies which are not required to submit the Annual Financial Report (ST-3),* may either:

- Estimate ordering costs as a percentage to be entered on Line K in gradations of tenths of a whole percent up to a maximum of 1%. The possible choices range from "0.0, 0.1 (one-tenth of one percent), through 1.0 (one whole percent)."

*Campus schools operated by the State University of New York or The City University of New York, State-operated or State-supported schools covered under Article 85 Section 4201 of the Education Law, New York State Division for Youth, New York State Department of Correctional Services.

or

- Apply for a special procurement indirect cost rate for ESEA IV B purposes only by requesting such a rate from:

  Mr. Joseph Schrami
  Management Support Division
  Office of Procurement and Assistance Management
  Education Department
  Room 5923
  7th and D Streets, S.W.
  Washington, D.C. 20202

Line L — Code 5290 Indirect Cost Amount. Multiply the total on Line J by the percent on Line K.

Equipment Lists: Complete each list and column as directed. Provide total proposed expenditure for rental and acquisition.

Project Operational Budget Summary. Provide the totals for each category of expenditure in the spaces provided. The total should include public and nonpublic requests tallied in column 3 of Page A-6 or AS-8.

NOTE: School Library Resources (Code 1045), Cataloging and Processing (Code 1045.1), Instructional Materials (Code 1048), Textbooks (Code 1048.1) and Rental Equipment (Code 1040) must be totaled and entered under Instruction, Code 1000 in the Budget Summary.

Indirect Cost (Code 5290), BOCES Purchased Services (Code 1249); and Equipment Acquisition (Code 1220) are entered separately.

Provide Grant Total for project. All amounts should be rounded off to the nearest dollar. This total amount may not exceed the IV B allocation.

Chief School Administrator's Certification. The original signature of the chief school administrator is required on at least one copy of the application.

The chief school administrator should carefully read the certification statement.

Please type the name and title and the date the application was signed in the spaces provided.

Nonpublic School Expenditure Request.

The instructions for completing the Nonpublic School Expenditure Request are the same as for completing the Application or the Annual Supplement III except that only individual nonpublic school data is to be provided.

Variations in public agency administration of IV B benefits for nonpublic school pupils may require modification of instructions for completion of the Nonpublic School Expenditure Request. It is expected that public agencies will provide their own nonpublic schools with appropriate instructions for completing the Nonpublic School Expenditure Request or the Nonpublic School Annual Supplement III.

All attachments to the nonpublic school forms must be identified with the name of the requesting school.

STANDARDS

Standards are the goals which encourage the development of excellence in education. These standards provide a useful tool for assessing the adequacy of school library media programs in New York State. The Regulations of the Commissioner require that a school library be established and maintained in each school, and that the library meet the needs of the pupils and provide an adequate complement to the instructional program. Although a sound program of school library media service must be based upon quality, good quality is not possible without certain requisite quantities of materials, service, and physical facilities.

Every school library media center should develop and periodically revise an explicit statement of its objectives in accordance with the purposes and objectives of the school.

Library media collections should be organized by nationally approved rules for prompt identification by author, title, and subject, and arranged for efficient retrieval. Resources arranged by subject on open shelves, centralized administration and control, cataloging and classification supplemented by user-responsive groupings contribute to efficient retrieval. The potential of technological retrieval should also be explored.

The delivery of library media services is based on user need. Not only are services organized with sufficient flexibility for quick response to students, professional staff and parents, but needs are anticipated through the participation of library media center staff in curriculum development. Patterns of referral and access to regional collections are well developed.

The physical facility of the library media center provides sufficient space and furnishings for present operations, and is so located as to permit growth and physical expansion. Every elementary library media center should provide at least 900 square feet, and every secondary library media center at least 25 square feet for 10% of the enrollment.

The library media program includes responsibility for all library learning resources and services. Access should be provided to resources available in district collections, BOCES, and through public libraries and systems, and reference and research library councils. A staff manual clearly outlines all duties, procedures and policies.

To maintain an up-to-date collection of resources (excluding textbooks and equipment) after the base collection has been established, the following percentage of the per pupil operational cost should be budgeted:*

Phase 1	Phase 2	Phase 3
1%	3%	6%

*The 1979-80 expenditure per pupil in average daily attendance in public elementary-secondary schools was $2130. National Center for Education Statistics.

The collection should contain quality items that are currently useful, and selected specifically for the students and teachers served. Highest priority is placed on those materials that meet direct curricular needs, but the collection also includes resources that arouse cultural appreciation, and that stimulate the use of resources for personal development and recreation.

The following quantities are recommended for individual schools having 300 or more students:

	Phase 1	Phase 2	Phase 3
Books per student	12 volumes*	18 volumes	24 volumes

A strong collection of standard reference works is needed, including subject and general bibliographies, and periodical indexes. Professional resources should be budgeted annually.

Periodical Titles

Elementary (k-6)	25 magazines	35	50
	2 newspapers	4	6
Junior High	75 magazines	85	100
	3 newspapers	5	8
High School	75 magazines	100	125
	3 newspapers	5	8

Pamphlets	Files of pamphlets, vocational and ephemeral materials, and government documents should be systematically acquired, maintained, and weeded.		
Filmstrips (silent)	750 prints	1000 prints	1500 prints
Filmstrips (sound)	375 prints	500 prints	750 prints
Slides	1000 items	2000 items	3000 items
Transparencies	500 items	1000 items	1500 items
Graphics: Posters, Art & Study Prints, Maps & Globes	500 items	800 items	1200 items
16 mm Films (sound)	Access to a minimum of 300 titles. Where specific titles are used frequently, building level purchase may be warranted. Generally 16 mm films should be rented or borrowed from BOCES, with sufficient funds made available for this purpose.		
Super 8 mm Films (sound)	Acquisition of Super 8 mm films (cartridge or reel) will vary with program needs.		

*A basic minimum is 6,000 volumes regardless of the number of students.

Super 8 mm Films (silent) Film loops	200 films	300 films	500 films
Videotapes	Acquisition of videotapes will vary with program needs.		
Audio Recordings: Tapes (reel to reel), Cassettes, Discs, Audio-cards	500 items	1000 items	3000 items
Realia			
Games, Toys, Models, Sculptures, Specimens	200 items	500 items	800 items
Media Kits and Programmed Learning Materials	Types and quantities vary with program needs.		

Instructional Equipment

Program decisions based on curricular needs determine the type and quantity of instructional equipment required for achieving instructional objectives. Some instructional equipment is essential to present-day education. The 16mm and 8mm projector, the TV receiver and playback unit, the overhead projector, the phonograph, the filmstrip projector and viewer, the 2 x 2 projector, the opaque projector, the audio cassette player, microfilm equipment, and production equipment could be classified as essential.

More sophisticated instructional equipment such as the computer terminal, the mini and micro computer, portable TV cameras and recorders, instant photo processing cameras, electronic calculators and sound motion picture cameras also make substantial contributions to the instructional process. It is particularly important to apply cost-effective procedures in the acquisition and employment of this equipment. Careful analysis of predicted needs and uses must be made to determine the lowest acceptable quantity and the most efficient method of acquistion.

There should be sufficient equipment and adequate duplication to make visual and aural materials readily available. Instructional equipment should be selected on the basis of quality of performance, effective design, ease of operation, competitive costs, portability and/or accessibility, ease of maintenance and repair, and available service. Specifications as to function and quality should be carefully developed.

S.L. 0481